

MIA BULJAN: I'm going to show you a new game. I think you're going to like it but there are a couple of rules.

STUDENTS: No!

MIA BULJAN: I know, all games have rules.

MIA BULJAN: I'm going to teach them a new game, it's called "Build it Fast" and we play it on the 0-99 chart. I can't remember if I made this up or read it somewhere but I've been using it for many years and it's to introduce the idea of, oh my gosh, patterns and place value. So instead of using 1-100, you use 0-99 which is much clearer...the patterns are much clearer.

MIA BULJAN: This game has to do with that yellow chart. Do you see it? John Carlo, my goodness, it hurts my heart when you complain about everything. You don't even know what you're complaining about yet. At least hold on until you find out how bad it is. Okay, so these cards have numbers on them and we're going to put them inside that chart. How many cards do you think we're going to use? Tell your hand. What do you think? How many cards are we going to use? Bebe?

STUDENT: Forty.

MIA BULJAN: Maybe forty. How many?

STUDENT: One hundred.

MIA BULJAN: Maybe a hundred.

STUDENT: One hundred.

MIA BULJAN: Maybe a hundred.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

STUDENT: Sixty.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: Thirteen.

MIA BULJAN: Thirteen, maybe.

STUDENT: One hundred.

MIA BULJAN: Mm-hm. That could be.

STUDENT: Fifteen hundred.

MIA BULJAN: Fifteen hundred? She's okay, relax. John Carlo, this side. I don't want you sitting on Anthony's lap. Daniel?

STUDENT: Two hundred.

MIA BULJAN: Maybe. Natalie?

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: What's the drama over here? What's the drama? Isaiah?

STUDENT: Ninety-nine.

MIA BULJAN: Ninety-nine. Could you hold on one second? Girls, what is going on? Can you sit? Sit flat. Just because I move doesn't mean everybody has to lose their minds. Mark?

STUDENT: One hundred and twenty-one.

MIA BULJAN: A hundred twenty-one, that's a very specific number. Could be that number. Sarye. Look at my face. Do I even have to say it? Shh! Okay, Silas?

STUDENT: Thirty.

MIA BULJAN: Thirty. That's a good...maybe. Yeah?

STUDENT: One hundred and thirty.

MIA BULJAN: Isaiah. A hundred and thirty? Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred.

MIA BULJAN: Maybe.

STUDENT: One hundred seventy-five.

MIA BULJAN: Maybe. Mark can't hear you because he's talking. Alright, boys and girls, how many do you think are in this row right here? How many do you think are right here? Uh-huh?

STUDENT: Ten.

MIA BULJAN: Maybe. Let's count.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: How many do you think are in this row?

STUDENTS: Ten.

MIA BULJAN: Let's count.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: How many do you think are in this one?

STUDENTS: Ten.

MIA BULJAN: You sure? Let's count.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: Hold on a second. Trini, what are you guys talking about? Actually, forget I asked that question. Trinity, turn around. I don't actually care what you're talking about. I want you doing this. Do you understand? Who thinks they can find one that won't be ten? Who thinks they can find one that won't be ten? Sayana?

STUDENT: The bottom one.

MIA BULJAN: Let's try it.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: No, that one was. Which one won't be ten? Mark?

STUDENT: None.

MIA BULJAN: You think they're all ten?

STUDENTS: Yes.

MIA BULJAN: What about this way?

STUDENTS: No.

STUDENTS: Ten.

MIA BULJAN: John Carlo, do me a favor and go sit on that chair. Leilani, go sit by Lisette. Nothing personal, you just can't see. Kalaya?

STUDENT: There's ten going down.

MIA BULJAN: Let's just test it. Let's test it right now. Please! Eyes around here while we count, everybody. Up, everybody. Everybody. I'm waiting. Okay, let's count.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: Hm. What about this one?

STUDENTS: Yeah.

MIA BULJAN: Yeah what? You think it's the same?

STUDENTS: Yes.

MIA BULJAN: Let's just check it.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

MIA BULJAN: Do you think you could find one that is not ten?

STUDENTS: No.

MIA BULJAN: You're that convinced?

STUDENTS: Yes.

MIA BULJAN: Alright, what about this one?

STUDENTS: Oh! Yes. Ten.

STUDENTS: Not ten.

MIA BULJAN: More than ten or less than ten?

STUDENTS: More than ten.

MIA BULJAN: Let's try it.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. It's eleven.

MIA BULJAN: Oh, you're so smart.

STUDENT: It's eleven!

MIA BULJAN: Okay, boys and girls, we're going to count them and we're going to count them like this. If this one is ten, how much is this one?

STUDENTS: Ten.

MIA BULJAN: Ten more so we're going to count it like this: 10, 20...

STUDENTS: 10, 20, 30, 40, 50...

MIA BULJAN: Oh, hold on a second. Not everybody is counting. La'Nya. Not everybody is counting. You guys ready? Try it again.

STUDENTS: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

MIA BULJAN: So how many numbers are we going to fit?

STUDENTS: One hundred.

MIA BULJAN: So who thinks we should put this one right here?

MIA BULJAN: We started backwards. So instead of counting forward we start with 99 and go backwards, which is really hard for them. It's a silent game, supposedly. So they can't talk or tell each other how to do it and they'll probably make mistakes, so there are a lot of, sort of like, waiting around for them to figure out they made a mistake. It should be pretty painful.

STUDENT: Everyone.

MIA BULJAN: Everyone. Well, you know what? In my game that's not where it goes. You want to see what goes right there?

STUDENT: Huh?

STUDENT: It's going to go backwards.

STUDENT: This is a weird game.

STUDENT: Ninety-nine?

MIA BULJAN: Well, if we go backwards, what would go right here?

STUDENTS: Ninety-eight.

STUDENT: One hundred.

MIA BULJAN: Would it be a hundred?

STUDENTS: No.

MIA BULJAN: Or would it be ninety-eight?

STUDENTS: Ninety-eight.

MIA BULJAN: How do you know that? Well, hold on. Think about it. Think in your head. Don't just yell out. How do you know that that's where the ninety-eight would go? La'Nya, turn around...I mean Jania, turn around. Jania, turn around. I'm going to start calling Kalaya Kalia because all your names rhyme. It's going to happen, I know it. Dallan?

STUDENT: Because you're going backwards.

MIA BULJAN: And if we're going backwards, what comes right before ninety-nine?

STUDENTS: Ninety-eight.

MIA BULJAN: And what comes right before ninety-eight?

STUDENTS: Ninety-seven.

MIA BULJAN: And what comes right before...?

STUDENTS: Ninety-six.

STUDENTS: Ninety-five.

MIA BULJAN: Maybe but that's all the numbers I have. Boys and girls, boys and girls, listen. Listen to my question. You're going to do the rest, listen. Here's my question. If we're counting backwards, what number is going to go right here?

STUDENT: I know.

MIA BULJAN: Tell your hand first. Cial, when you're talking to your hand, I shouldn't hear it. Shh. Everybody, tell your hand. What number is going to come right here? So listen, what I'm expecting right now when you're talking to your hand is silence. Tell your hand. Much better, thank you. Whisper to your partner what goes right here.